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6

OTR

BULLETIN

JUNE - JULY 1968

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OTR BULLETIN

Purpose

The purpose of the Office of Training BULLETIN is:

(a) To acquaint Training Officers, Supervisors, Managerial personnel and others with information on training opportunities within and outside the Agency.

(b) To publish special articles dealing with education and training policy, philosophy, methods and techniques, and with training-related subjects of particular interest.

(c) To provide specific procedural and organizational information for Training Officers and Assistants.

(d) To promote interest in the potential of education and training as an essential aid in achieving Agency goals.

Recommendations for improving this service may be directed in writing to the Registrar, OTR, 1000 North Glebe Road, or by telephone to extension

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IN THIS ISSUE

Report of a special Presidential Task Force which examined Government training, page 41.

Calendar of OTR Courses: June through December 1968 begins on page 6.

The language laboratories offer a useful supplement to formal training. A description of their use and limitations appears on page 31.

Hints for Training Officers on preparing training objectives, page 3.

An HEW Publication American Education takes "A Close Look at the CIA", page 34.

For parents whose children plan to attend college, suggestion timing and procedural aids on page 46.

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BULLETIN BOARD

EDUCATIONAL TELEVISION

The Office of the Registrar, OTR has received from the National Center for School and College Television (NC SCT) materials describing instructional television courses available for elementary, secondary, college, extension, industrial, and continuing professional education. Most of the courses available now are for use in elementary and secondary schools, or to supplement the work of professors on college campuses, but some of the higher education courses can be used independently for non-credit programs or short offerings. The higher education collection of 40 courses, dealing with subjects in the humanities, the social sciences, and the natural sciences, is equivalent to the first two years of a basic college curriculum. The NC SCT, established in 1965, is a joint project of the U.S. Office of Education and the Indiana University Foundation. Its purpose is to help insure the availability of effective television materials by acquiring existing lessons suitable for national distribution, improving telecourses already produced, and developing new materials specifically designed for widespread use. These materials are available for examination in the Office of the Registrar, OTR.

FEDERAL EXECUTIVE INSTITUTE

The new Federal Executive Institute for advanced study by top civil service executives will be located in Charlottesville, Va. It will be housed temporarily in the Thomas Jefferson Inn, a motel overlooking the intersection of U.S. 29 and U.S. 250 bypass, about 125 miles from Washington. The Institute will be operated by the Civil Service Commission in cooperation with the University of Virginia and will have its first class in October. Each class will accommodate 60 persons in eight-week sessions, with at least five different classes a year. Students are limited to those in Grades GS-16 through GS-18. We anticipate that selection will be made through the Training Selection Board. Senior Training Officers will be notified when nominations are due.

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CLERICAL
TRAINING
AND
TESTING

COURSES

OTR's refresher courses in typewriting and shorthand will be given:

1 - 26 July	14 October - 8 November
5 - 30 August	18 November - 13 December
9 September - 4 October	

Before taking either course, or both, an employee is required to take a preliminary test or tests given by the Clerical Training Faculty (CTF). The results are used to determine the level of the course the employee should take. These tests are given on Wednesday, typewriting at 9:30 a.m. and shorthand at 10:30 a.m. Dates for the preliminary tests in the above courses are:

26 June	9 October
31 July	13 November
4 September	

Submission of a Form 73 to AIB/RS for refresher training is all that is required to initiate testing. Training Officers are notified directly by CTF as to time and place to report.

QUALIFICATION TESTS

The CTF gives the Agency's tests in typewriting and shorthand to employees who want to qualify as typists and stenographers. Training Officers or Personnel Officers must arrange registration directly with CTF, extension before 5 p.m. the Thursday immediately preceding the desired Monday testing. Qualification tests in both typewriting and shorthand are given on the same morning, typewriting at 9 a.m. and shorthand at 10:30 a.m. CTF notifies Training Officers or Personnel Officers of the results of the tests.

Tests will be given on: 15 July, 29 July, 12 August,
3 September, 16 September,
7 October, 21 October, 12 November,
2 December, 16 December

Applicants report to Room 416, Ames Building.

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NON-BEHAVORIAL
TRAINING
OBJECTIVES

In October 1967, the Office of Training presented a "Performance Objectives Workshop" for OTR and the Office of Communications instructor personnel. The consensus was that the theories presented on objectives (and on educational technology) was well worthwhile. Excerpted below are portions of a presentation given to the American Society for Training and Development (ASTD) as reported in their April 1968

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NON-BEHAVORIAL TRAINING OBJECTIVES

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According to [redacted] all training objectives, regardless of the end product desired, have one thing in common. That is to allow a decision to be made, based on observable performance, whether a program has accomplished its purposes. When vague, broad, and ambiguous words such as understanding, becoming sensitive to, appreciating, and become aware of, are used, the purpose of writing objectives is defeated - no one really knows what is meant. Specific, detailed, and observable performances are required in training objectives. Having decided what is necessary, the next problem faced in writing objectives is to recognize when they are detailed, specific, and provide observable performances. This can be done when they contain the following six components:

Who is to exhibit the performance: individuals, pairs, or groups.

What is the doer expected to do. What precisely is he - or they - to do: draw a diagram, name an object, or perform a motion.

Who or what is going to initiate the action. A machine, the teacher, the trainee, etc.

What will be used in the performance. Hand, tool, pencil, book, etc.

What is an acceptable response. It is very possible - indeed highly likely - that there may be any number of acceptable responses. Very few performance objectives have only a single acceptable response.

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What, if any, special instructions are there.

Of this list, 5 were fairly simple and straightforward. Number 2 is the most difficult, primarily because there are so many action verbs available. The solution here lies in settling on a few that occur frequently. One technique of selecting verbs appropriate to particular training areas is to use performance synonyms.

Have someone pick up, then select, and then choose, a piece of paper. Each time there will be three performances initiated by three action verbs, each performance slightly different, but, possessing similarities. Thus, pick up, choose, and select are behavioral - or performance - synonyms. Use any one of the three, and a similar performance will be elicited. When an objective is to involved choosing, selecting, or picking up, pointing to, recognizing, or acknowledging - the verb identify can be used. When so used, it belongs to a particular class of performance.

Think of the numbers two, four, and six. Arrange them from the smallest to the largest. Now, order them from the smallest to the largest. Would the performance elicited using the verbs arrange and order be different or similar? It would be similar. Are arrange and order behavioral synonyms for identify? No. A different kind of performance is done according to a characteristic. Order is another useful verb in writing objectives. Using the same analogy, name is not a behavioral synonym for either identify or order.

Show what you would do to decide an issue. Demonstrate a procedure for deciding whether an answer is true or false. Two action verbs are used, one for each sentence: first, show me; secondly, demonstrate. Are they behavioral synonyms - both cases the trainee does through a procedure? Is identify, order, or name behavioral synonyms? No. Identify doesn't require a procedure, nor does the other two. A new category is now involved - demonstrate.

Action verbs evoke a performance, and the similarities of performances allow for them to be grouped under classes of performances. You don't need to use all verbs - what is required is an operational set that fits your particular needs.

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Regardless of the training program, there are classes of performances that the trainees - hopefully - will exhibit; classes that can be delineated by using an operational set of action verbs. [] suggests nine: identify, name, order, describe, construct, demonstrate, state a rule or apply a rule and distinguish.

Using the above technique and criteria, training objectives can be written that call for observable performances.

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OTR CALENDAR

JUNE

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

ADP Orientation
Administrative Procedures

Chiefs of Station Seminar
CIA Review

Counterintelligence Familiarization

Seminar

Information Reporting, Reports, and Requirements

Intelligence Research Techniques (for NPIC)

Intelligence Production (for CTs)

Introduction to Communism

Support Services (for CTs)

Support Services Review: Trends and Highlights

Vietnam Area

Vietnam Station Orientation

Writing Workshop (Basic)

Writing Workshop (Intermediate)

Orientation for Overseas

11 - 13 June
3 - 7 June
24 - 28 June
3 - 14 June
10 - 21 June
11 June
17 - 26 June
(Sun) 9 - 12 June
10 - 28 June
3 - 14 June
3 June - 2 Aug
3 - 14 June
3 - 21 June
3 June - 12 July
4 - 7 June
10 - 14 June
18 - 20 June
18 June - 11 July
17 June - 10 July
4 - 5 June

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JULY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Challenge of Worldwide Communism	22 July - 9 Aug
Clerical Refresher	1 - 26 July
CS Records I	8 - 12 July
CS Records II	15 - 19 July
CS Records III	22 - 23 July
Field Finance and Logistics	29 July - 16 Aug
Information Reports Familiarization	8 - 12 July
	15 - 19 July
Intelligence Techniques	22 July - 9 Aug
Introduction to Intelligence	29 July - 9 Aug
Midcareer Executive Development	21 July - 30 Aug
Orientation to Intelligence (for CTs)	8 - 19 July
Orientation for Overseas	2 - 3 July

AUGUST

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Administrative Procedures

5 - 9 Aug
26 - 30 Aug

Challenge of Worldwide Communism

12 - 30 Aug

Clerical Refresher

5 - 30 Aug

Intelligence Techniques

12 - 30 Aug

Orientation for Overseas

1 - 2 Aug

Supervision

5 - 9 Aug

Vietnam Area

5 - 9 Aug

Vietnam Paramilitary Orientation

19 - 22 Aug

Vietnam Station Orientation

13 - 15 Aug

SEPTEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Administrative Procedures	16 - 20 Sept
Advanced Management (Planning)	22 - 27 Sept
China Familiarization	9 - 13 Sept
[REDACTED]	16 - 20 Sept
Clerical Refresher	9 Sept - 4 Oct
Counterintelligence Operations	3 - 13 Sept
[REDACTED] Seminar	29 Sept - 2 Oct
Clandestine Scientific & Technical Operations	30 Sept - 11 Oct
CS Desk Orientation (for CTs)	3 Sept
CS Records I (for CTs)	4 Sept
CS Records II (for CTs)	5 - 12 Sept
Effective Speaking	4 Sept - 6 Nov
Field Finance and Logistics	9 - 27 Sept
Geography of Communist China	16 Sept - 4 Oct
Information Reporting, Reports & Requirements	9 - 27 Sept
Introduction to Intelligence	9 - 20 Sept
Management	9 - 13 Sept
Managerial Grid	15 - 20 Sept
Operations, Phase II	3 Sept - 1 Nov
[REDACTED]	3 - 20 Sept
Operations Familiarization	3 - 27 Sept
Operations Support	30 Sept - 18 Oct
Orientation for Overseas	3 - 4 Sept
Soviet Bloc Operations	16 - 27 Sept
Support Services Review: Trends & Highlights	10 - 13 Sept
Vietnam Area	9 - 13 Sept
Vietnam Paramilitary Orientation	23 - 26 Sept
Vietnam Station Orientation	17 - 19 Sept
Writing Workshop (Basic)	3 - 26 Sept
Writing Workshop (Intermediate)	4 - 25 Sept

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OCTOBER

S	M	T	W	T	F	S
		1	2	3	4	5
	6	7	8	9	10	11 12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Administrative Procedures	7 - 11 Oct, 28 Oct - 1 Nov
ADP Orientation	1 - 3 Oct
Basic Country Survey: USSR	28 Oct - 8 Nov
Chiefs of Station Seminar	7 - 18 Oct
China Familiarization	28 Oct - 1 Nov
Clerical Refresher	14 Oct - 8 Nov
Counterintelligence Familiarization	7 - 16 Oct
CS Records I	21 - 25 Oct
CS Records II	28 Oct - 1 Nov
Information Reports Familiarization	7 - 11 Oct, 21 - 25 Oct
Introduction to Map Reading & Imagery Analysis	28 Oct - 15 Nov
Intelligence Briefing	8 - 31 Oct
Intelligence Production	7 Oct - 6 Dec
Introduction to Communism	14 - 25 Oct
Introduction to Intelligence	7 - 18 Oct
Midcareer Executive Development	13 Oct - 22 Nov
Operations, Phase I	7 Oct - 17 Jan 69
Orientation for Overseas	1 - 2 Oct
<div></div>	27 - 30 Oct
Senior Management Seminar	20 - 25 Oct
Supervision	28 Oct - 1 Nov
Support Services (for CTs)	7 Oct - 15 Nov
Support Services Review: Trends & Highlights	15 - 18 Oct
Systems Development Process (Brandon)	15 - 17 Oct
Vietnam Area	14 - 18 Oct
Vietnam Paramilitary Orientation	28 - 31 Oct
Vietnam Station Orientation	22 - 24 Oct

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NOVEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Administrative Procedures	25 - 29 Nov
ADP Orientation	12 - 14 Nov
Challenge of Worldwide Communism	18 Nov - 6 Dec
Clerical Refresher	18 Nov - 13 Dec
Counterintelligence Operations	25 Nov - 6 Dec
CS Desk Orientation (for CTs)	18 Nov
CS Records I (for CTs)	19 Nov
CS Records II (for CTs)	20 - 27 Nov
CS Records III	4 - 5 Nov
CS Review	4 - 15 Nov
Field Finance and Logistics	18 Nov - 6 Dec
Information Reporting, Reports, & Requirements	4 - 22 Nov
Intelligence Techniques	18 Nov - 6 Dec
Introduction to Intelligence	18 - 29 Nov
Managerial Grid	17 - 22 Nov
	4 - 22 Nov
Orientation to Intelligence (for CTs)	4 - 15 Nov
Orientation for Overseas	5 - 6 Nov
	26 - 27 Nov
Soviet Bloc Operations	12 - 22 Nov

DECEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Administrative Procedures	16 - 20 Dec
ADP Orientation	17 - 19 Dec
Advanced Management (Planning)	8 - 13 Dec
Challenge of Worldwide Communism	9 Dec - 3 Jan 69
Counterintelligence Familiarization	9 - 18 Dec
<div style="border: 1px solid black; display: inline-block; width: 200px; height: 1.2em; vertical-align: middle;"></div> Seminar	1 - 4 Dec
CS Records I	2 - 6 Dec
CS Records II	9 - 13 Dec
CS Records III	16 - 17 Dec
Information Reports Familiarization	2 - 6 Dec
	9 - 13 Dec
Intelligence Review	2 - 13 Dec
Intelligence Techniques	9 Dec - 3 Jan 69
Management	2 - 6 Dec
Operations Support	2 - 20 Dec
Support Services Review: Trends & Highlights	3 - 6 Dec
Systems Development Process (Brandon)	10 - 12 Dec
Vietnam Area	2 - 6 Dec
Vietnam Paramilitary Orientation	16 - 19 Dec
Vietnam Station Orientation	10 - 12 Dec

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OTR COURSES

Administrative Procedures (3 1/2 or 5 days - all day)

For clerical employees who support the CS at headquarters.
All students attend the first 3 1/2 days for coverage of Agency organization, dispatch and cable procedures, domestic travel and reimbursement vouchers, and operational terminology. CS sponsored students remain the extra 1 1/2 days for coverage of CS records and project procedures.
Given in Washington area.
No other prerequisites.

ADP Orientation (3 days - all day)

For users and potential users of computer services within the Agency.
A general orientation on automatic data processing is provided.
Given in Washington area.
No other prerequisites.

Advanced Management (Planning) (1 week - Sunday afternoon through Friday)

For all officers, line or staff (GS-13 or above), who have a need for better understanding of managerial planning. Not designed for personnel engaged in full-time PPB; however, they are not excluded. General methodology for planning, selected techniques used in planning, analysis of different planning styles and overall Agency system for planning, programming, and budgeting. Required pre-course reading involving 10 hours. Because of this, registrations cannot be accepted later than 2 weeks prior to the scheduled starting date.
Given at either
No other prerequisites.

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Basic Country Survey: USSR (2 weeks - all day)

For professional employees whose work requires a basic and comprehensive knowledge of the Soviet Union.

A brief study of Tsarist Russia and developments since the Communist seizure of power.

Given in Washington area.

No other prerequisites.

Challenge of Worldwide Communism (3 weeks - all day)

For Career Trainees.

The historical development of the USSR and Communist China is reviewed, together with an examination of the doctrine, organization, and operations of the communist movement throughout the world.

Given in Washington area.

No other prerequisites.

Chiefs of Station Seminar (2 weeks - all day)

Primarily for Chiefs of medium size or smaller Stations, Deputy Chiefs of Station and Chiefs of Base.

The chief focus is the COS and his administrative and operational responsibilities.

Given in Washington area.

Prerequisites: SI clearance is required; for planning purposes a biographic profile sheet should be forwarded with the application form.

China Familiarization (1 week - all day)

For professional employees.

Covers survey of mainland China's geography, history, economic factors, and its role in foreign affairs. Provides introduction to the Chinese language, including pronunciation.

Given in Washington area.

No other prerequisites.

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CIA Review (1 1/2 hours - morning)

For all returnees from the field.

Covers recent developments affecting the Agency's organization and mission at the NSC, USIB, and Agency levels. Includes the security reindoctrination lecture.

Given in Washington area.

No other prerequisites.

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Clandestine Services Records III (Records Officers Briefing) (2 days -
part time)

Required for all CS Records Officers.

Outlines the responsibilities of the Records Officer in destroying or disposing of CS records; in opening or closing official CS Files; in desensitizing CS records material; and in functioning as a focal point for information on the proper execution of records responsibilities. A special briefing is included on the Records Officer's position vis-a-vis the Records Integration Division, the CS Records Review Group, and the CS Records Committee, as well as his place in the overall records management program. A three-hour practical exercise provides familiarity with the RO task.

Given in Washington area.

Prerequisites: CS Records I except for RID analysts who have had RID Familiarization training. Present or projected assignment as a CS Records Officer, or assignment requiring judgment in handling and disposition of records.

Clandestine Services Review (9 days - all day)

For CS officers who have recently returned from overseas assignment. Covers the organization and function of the Directorates, the CS in detail.

Given in Washington area.

No other prerequisites.

Clerical Refresher (4 weeks - morning)

For clerical employees seeking to improve accuracy and to develop speed in either shorthand or typewriting.

Separate instruction may be taken in either skill.

Given in Washington area.

No other prerequisites.

Communist Party Organization and Operations (3 weeks - morning)

For professional employees.

Covers organization and activities of communist parties, with emphasis placed on those in countries in which they are not dominant.

Given in Washington area.

Prerequisites: Introduction to Communism or equivalent in headquarters or field experience.

Counterintelligence Familiarization (8 days - all day)

For Agency personnel who need knowledge of the essential elements of counterintelligence (but who are not expected to be CI Operations Officers) and for personnel supporting CI operations.

Covers U. S. and Agency policy and doctrine for CI as well as basic tactics.

Given in Washington area.

Prerequisites: CS Records I for CS personnel except for RID analysts who have had RID Familiarization training; CS Records II strongly recommended.

Counterintelligence Operations (2 weeks - all day)

For CS officers who will plan, manage, and engage in CI operations in the field or who will guide and support CI programs and operations in the field from Headquarters.

Emphasis is placed on the identification and selection of CI targets and the organization and implementation of CI operations in the field.

Given in Washington area.

Prerequisites: Operations Course or Operations Familiarization or Counterintelligence Familiarization or equivalent in field or headquarters experience.

Effective Speaking (12 weeks - one morning a week)

For professional employees.

Covers principles of speaking as they relate to oral presentation.

Includes a lecture on selection and use of graphic aids.

Given in Washington area.

No other prerequisites.

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Field Finance and Logistics (3 weeks - all day)

For operational support assistants and support officers required to maintain budgetary, financial, and property records at a Class B, C, Type II, or Type III Station.

Given in Washington area.

Prerequisites: Overseas assignment or work in this particular field. Operations Support strongly recommended.

Geography of Communist China (3 weeks - all day)

For professional employees who need a better knowledge of the geography of Communist China and of Mongolia to function more effectively in their Agency assignments. The course will incorporate geographically-related intelligence.

Given in Washington area.

No other prerequisites.

Information Reporting, Reports, and Requirements (3 weeks - all day)

For CS employees required to report intelligence information.

Covers official policies and procedures for completing a report as well as practical exercises.

Given in Washington area.

Prerequisites: Introduction to Intelligence or equivalent in field or headquarters experience.

Information Reports Familiarization (1 week - all day)

For CS employees assigned as junior reports officers or those assigned to type CS reports and intelligence cables.

Given in Washington area.

No other prerequisites.

Intelligence Briefing (4 weeks - M W - mornings)

For professional employees with preference given to those who have briefing responsibilities.

Instruction and practice in the basic techniques of intelligence briefing using seminar discussions of briefing objectives and problems, preparation and delivery of assigned briefings, and class and instructor critique of performance. At least two of the briefings will be video-taped. Also covered are platform techniques, audience and occasion analysis, substantive organization, coherence and clarification devices, design and use of briefing notes, design and use of visual aids, answering questions, and briefing-team techniques. Briefing assignments are tailored to the areas of specialization and responsibility of the individual members of the class.

Given in Washington area.

No other prerequisites.

Intelligence Production (9 weeks - all day)

For Career Trainees.

Provides detailed orientation into DDI components, emphasizing particularly the problems of producing finished intelligence. Also stresses the close working relationships between DDI units and other Agency and non-Agency (including both USIB and non-USIB) offices. The required course research paper is intended to give the CT pre-job experience in using Agency reference facilities as well as in producing finished intelligence.

Given in Washington area.

No other prerequisites.

Intelligence Research Techniques (2 weeks - all day)

For analysts, librarians, reference analysts, and research assistants. Covers each stage of the research process from the origin of an intelligence research topic to the writing of a skeletal report. A research project is used as a practical exercise. Includes orientation on repositories of information and on value of collection programs.

Given in Washington area.

No other prerequisites.

Intelligence Review (2 weeks - all day)

For middle-grade and senior officers who have been in the Agency at least five years.

Covers the Agency's development under the central intelligence concept, recent organization developments to meet current and future responsibilities, changes in functions of the intelligence community, problems of coordination, and future trends in intelligence.

Given in Washington area.

No other prerequisites.

Intelligence Techniques (3 weeks - all day)

For Career Trainees.

Provides instruction and practice in the Agency's techniques used in the production of finished intelligence.

Given in Washington area.

No other prerequisites.

Introduction to Communism (2 weeks - all day)

For professional employees at EOD or potential professionals.
Covers historical development of the USSR and Communist China and the doctrine, organization and operations of the Communist movement. (Part II of Intelligence Orientation Course.)
Given in Washington area.
No other prerequisites.

Introduction to Intelligence (2 weeks - all day)

For professional employees at EOD or potential professionals.
Covers concepts of intelligence, the intelligence agencies of the U.S. Government, and the Agency's responsibility for collection, production, and dissemination of intelligence. Includes discussion of the fundamentals of American beliefs and practices. (Part I of Intelligence Orientation Course.)
Given in Washington area.
No other prerequisites.

Introduction to Map Reading and Imagery Analysis (8 days - spread over
3 weeks - all day)

For professional employees who need to be able to use maps effectively and to do simple photographic interpretation.
There is equal emphasis on map reading and photographic interpretation. Other types of imagery analysis are introduced.
Given in Washington area.
No other prerequisites.

JCS-DIA Orientation (2 days - all day)

For selected officers and civilians of the JCS, DIA and the military services.
A semi-annual orientation on CIA by the Agency's senior officials.
Given in Washington area.
No other prerequisites.

Management (1 week - all day)

For officers in Grades GS-11 through GS-14.
Examines current thinking in managerial style as it relates to communication, employee motivation, and work performance. Exercises in team-action problem-solving are used to provide students an opportunity to apply the concepts and principles covered.
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No other prerequisites.

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Managerial Grid (1 week - all day)

For selected middle-level officers.

Grid concept of classifying leadership and managerial styles is examined. Personal managerial styles are analyzed through team and individual exercises designed to permit the understanding of the managerial styles of others to serve as a means of diagnosing problems which prevent effectiveness at any organizational level. Priority given to individuals whose supervisors have completed the Grid.

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Prerequisites: For GS-14's who do not anticipate attending the Midcareer Executive Development Course.

Midcareer Executive Development (6 weeks - all day - 240 hours)

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For designated Midcareerists.

Covers the activities of components of the Agency, the U.S. Government in its international setting, and problems of management, also includes the Managerial Grid.

Given in Washington area

No other prerequisites.

Operations, Phase I (13 weeks - all day)

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For Career Trainees who are preparing for careers as case officers. Covers fundamentals of CS activities, emphasizing tradecraft techniques, agent handling, reporting, project management, and FI, CI, and CA objectives. Non-CTs are enrolled on a priority-need basis.

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No other prerequisites.

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Operations Familiarization (4 weeks - all day)

For Career Trainees and for CS and non-CS officers whose responsibilities are in support of CS operations.

Gives basic understanding of the fundamentals of CS operations and the familiarization of basic techniques and methods of operation use by the field case officer.

Prerequisites: Introduction to Intelligence or equivalent in field or headquarters experience.

Operations Support (3 weeks - all day)

For CS employees with assignments overseas which will require their supporting the operational activities of CS officers in the field. Covers name checks, dispatch and cable writing, records maintenance, and tradecraft familiarization.

Given in Washington area.

No other prerequisites.

Orientation for Overseas (2 days - all day)

For employees (and dependents) assigned to an overseas post for the first time.

Covers the Agency's mission and functions, security, cover, legal and medical advice, and effective working relationships with people of other cultures.

Given in Washington area.

No other prerequisites.

Orientation to Intelligence (2 weeks - all day)

For Career Trainees.

Introduces the concepts of intelligence, the structure of the U.S. intelligence community and its relationship to the policy level of Government, and the responsibilities of the Agency for collection, production, and dissemination of intelligence.

Given in Washington area.

No other prerequisites.

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Project USEFUL (1 week - all day)

For U.S. military officers (field grade and above) and civilians in the military (GS-13 and above).

Includes functions and capabilities of the Agency to support the military and the support CIA requires of the military.

Given in Washington area.

No other prerequisites.



Program for Representatives at Senior Officers Schools (3 days - all day)

Given annually for Agency representatives selected by the TSB for attendance at Senior Officers Schools.

Updates on significant developments affecting the Agency; includes instruction in techniques of briefing and in conducting seminars; provides an opportunity to meet recent senior officers school graduates and senior officials of the Agency.

Given in Washington area.

No other prerequisites.

Senior Management Seminar (1 week - all day - starts Sunday p.m.)

For GS-15s and above.

Consists of the Managerial Grid. Selection by Senior Training Officers.

Conducted by consultant.



No other prerequisites.

Senior Management Seminar (Planning) (1 week - all day - starts Sunday p.m.)

For GS-15s and above.

Consists of Advanced Management (Planning) Course. Conducted by consultant.



No other prerequisites.

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Soviet Bloc Operations (2 weeks - all day)

For CS staff officers and intelligence assistants.
Provides an orientation on the special nature of the Soviet Bloc as a CS target. Required for those preparing for field assignments in which substantial time will be devoted to the Soviet Bloc target. Headquarters staff employees engaged in activities against the Soviet Bloc will be admitted on a space-available basis. Given in Washington area.
No other prerequisites.

Supervision (1 week - all day)

For employees in grades GS-5 through GS-10 who have supervisory responsibilities.
Explores current thinking on the role of the supervisor in terms of personal behavior, responsibility for subordinates, and organizational and individual needs. Provides materials and a setting experiencing and examining interteam and intrateam skills and activities.
Given in Washington area.
No other prerequisites.

Support Services (6 weeks - all day)

For Career Trainees assigned to the Support Services. (Young non-CT professionals from within the Support Services, GS-8 through GS-12, may be nominated to attend this course when Career Trainee enrollment falls below eighteen students - anticipated CT enrollment for fiscal years 1969 and 1970 is 8 - 10 per course.)
Acquaints students with organization and mission of various Support Services components. Although field activities are discussed, emphasis is on training for Headquarters assignments. Includes the Managerial Grid and three-day ADP orientation courses.
Given in Washington area.
No other prerequisites.

Support Services Review: Trends and Highlights (3 1/2 days - all day)

For professional Support Services employees (women as well as men) in Grade GS-9 through GS-15.
Emphasizes significant trends and developments within the Agency's support activities, and includes presentations on ADP, records management, and planning, programming, and budgeting.

No other prerequisites.

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Vietnam Area (1 week - all day)

For employees whose work is related to Vietnam.
Covers the geography, history, and social structure of Vietnam, relevant aspects of peasant life and religion as well as attitudes and values, and politics and administration. Within this framework, examines nationalism, colonialism, communism, and basic developmental problems. Considers the current scene and, in particular, the role of the United States. Introduces the Vietnamese language. Lecturers are drawn from other Government units and universities, as well as from the Agency.
Given in Washington area.
No other prerequisites.

Vietnam Paramilitary Orientation (4 days - all day)

For male personnel going PCS to Vietnam.
Provides instruction in paramilitary skills. Covers map reading, weapons and demolitions.

No other prerequisites.

Vietnam Station Orientation (3 days - all day)

For all personnel preparing for assignments in Vietnam.
A familiarization on the Agency's mission and programs in the area, with a view to increasing capabilities for planning, supporting, and conducting operations.
Given in Washington area.
No other prerequisites.

Writing Workshop (Basic) (4 weeks - morning - Tuesday & Thursday)

For professional employees. (Non-professionals may attend under certain circumstances.)
Covers basic principles of grammar and rhetoric, and elements of sentence construction and paragraph structure.
Given in Washington area.
No other prerequisites.

Writing Workshop (Intermediate) (4 weeks - morning - Monday & Wednesday)

For professional employees. (Non-professionals may attend under certain circumstances.)
Covers principles of good writing, including clarity, accuracy, and logic.
Given in Washington area.
Prerequisite: Writing Workshop (Basic) or Writing Workshop pretest.

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LANGUAGE TRAINING

The following was printed in the March-April 1968 OTR Bulletin. It is repeated to aid those preparing requests for internal language training.

a. Policy: Whenever possible, within security, time and cover limitations and the availability of instruction in a particular language, the Agency Language School facility will be used. If requirements cannot be satisfied internally, external facilities will be considered in the following order: Other Government (e.g., Foreign Service Institute, Defense Language Institute), then private concerns (e.g., Sanz, Berlitz, et al).

b. Centralization of Communications: Experience shows that it is far more efficient for prospective students to deal with component Training Officers rather than directly with either the Admissions and Information Branch (AIB) or the Language School (LS). There has been a multitude of instances where direct contacts between the student and the LS have resulted in serious misunderstandings or misinterpretations. In the majority of cases the training problem will be routine enough so that only normal paper work will be involved. If, however, a telephonic inquiry is required (prior to acceptance in the LS), it should be directed by the component Training Officer to Chief, AIB, [] extension []. This procedure considerably reduces confusion. Once external training has been decided on, information can be obtained by telephone directly from the External Training Branch, OTR, extension [].

c. Procedures for Internal Language Training: Form 73 will continue to be used to request internal language training. Care should be taken to ensure that all blocks are filled in. It is important to explicitly set forth the language goal (e.g., elementary, intermediate, etc.), whether the training is to be part time or full time, and the dates of student availability. The Agency language aptitude test must be taken prior to consideration for training. When completed the Form 73 should be forwarded to RS/AIB/OTR, Room 832, 1000 North Glebe Road, at least six weeks before the desired date to begin training. The Form 73 will be processed and necessary information added before forwarding it to LS for consideration and reply. Scheduled course dates are published in the OTR Catalogue of Courses and in the OTR Bulletin.

d. External Language Training Procedures: Once it has been determined that internal language training is either not possible or not appropriate, the alternative of external training arises. Requests for external language training as usual will be accomplished on Form 136,

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Request for Training at Non-Agency Facility, and the normal procedures followed. In each case, the various training alternatives will be individually weighed in light of the linguistic, cover, security, time and cost factors involved. It is critical that there be a careful statement of training goals and dates of student availability, however, the linguistic background furnished on the Form 73 need not be duplicated. When approved, the student will be individually and fully briefed by OTR/ETB on all aspects of the training. It should be noted that among the wide range of capacities offered by the external training alternatives, virtually any linguistic requirement can be filled.

e. Approval Process: Under the current system, approval is accomplished as follows. First, it is anticipated that the majority of applicants will be accepted for scheduled internal courses. When this is the case the decision will be made prior to the four week deadline. Every effort will be made to accept all candidates, however, there are limitations imposed by the number of students received and their capacity to fit into linguistically compatible groups. A study group whose capacities or level are too disparate is neither satisfactory from the stand point of linguistic success or morale. Acceptance, once scheduled classes start, is usually dependent on being able to fit into an ongoing class, which obviously reduces the chances for acceptance. Strong motivation and hard work can to some degree replace aptitude, but this has its limits. The LS reserves the right to cancel scheduled classes where there are insufficient numbers of qualified students. Students who must start before a scheduled class begins (or leave long before it ends) or whose tenure will be subject to major interruptions for TDY or training or whose aptitude and/or linguistic background departs from the norm, may not be accepted. In these instances usually external training will meet the requirement.

f. Time Factors: In cases of acceptance or rejection for training by the Language School, a reasonable time period is necessary for the components either to prepare for the student's absence or find other alternative training. To permit this, the normal date of notification of acceptance for internal training will be four weeks prior to the scheduled starting date. Since the average processing time within OTR is two weeks, this means the completed Form 73 should reach AIB six weeks or more prior to the scheduled starting dates. While applications received after this will be considered, it is plain that once the selection is made and notification of acceptance forwarded, chances for admission of late entries are reduced. Unfortunately early submission cannot guarantee acceptance since this involves a function of matching employees whose linguistic patterns are compatible. Every reasonable effort will be made to meet earlier deadlines for acceptance notification when required, however, if this precedes the selection process OTR's responses can only be tentative.

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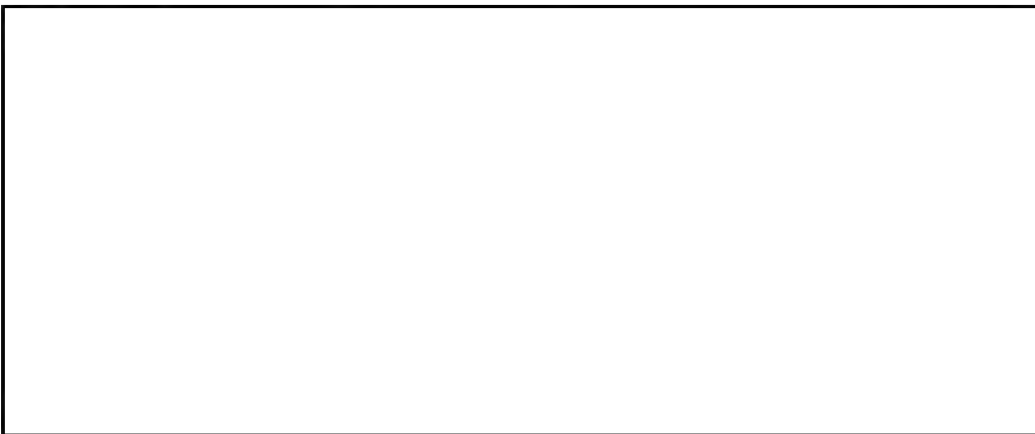
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g. Costs: Internal training is normally provided at no cost to the component. External language training costs will vary widely and are normally borne by the component; an exception is that OTR will budget for most anticipated FSI language training. To cite a few examples of costs (as of Feb 68), the FSI charges \$1061 per student for 16 weeks full time training in world languages and \$3728 for 44 weeks of intensive "hard" languages (e.g., Asiatic, Slavic, African, Arabic). The Defense Language Institute tends to be a little less expensive and occasionally if there is just one Agency student in a class where DLI has a fixed cost, we may participate at no charge. The local private language schools (Sanz, Berlitz) run \$6 per hour and up (with 4 hours a day considered a normal full time tutorial).

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i. End of Course Report: At the termination of training a final report will be prepared by the LS which will show: 1. The language and number of hours of training given. 2. Final proficiency level attained. This will be made a part of the Agency Training Record, a copy will be provided to the sponsoring component, and a copy filed in the employee's 201 file.

SCHEDULE OF TRAINING

The goal of the Language School is to provide effective instruction to the maximum number of students in the shortest time in the languages the Agency requires. To do this it has established schedules for starting languages based on what experience indicates is the ideal time and frequency for the maximum number of consumers. These will be altered accordingly with ample notice given whenever it becomes clear that there are either too many or too few runnings of a particular

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language, where the need for a new language has risen to the point where it should be added to the inventory, where requirements have decreased to the point where it is not longer economically desirable to continue a given language or changes in patterns show other starting dates are desirable. Any changes will be made only after discussion with the principal users affected and then promptly announced. It is felt, however, that fixed schedules provide the best planning base for components and Training Officers. Periodically, surveys of anticipated input will be made for long range planning purposes. When this occurs, it is vital to the success of the survey that the responses be as realistic as possible. Time consumed in recruiting and hiring linguists, then getting them security cleared, requires considerable lead time from indications of need to having a trained instructor available and functioning. In those cases where the Language School provides the basic language skill and advanced study is provided elsewhere (e.g., FSI or DLI), schedules will be tailored to permit completion of the course plus, where applicable, sufficient time to process for overseas. At the present time full time study of World languages (German, French, Portugese, Spanish, and Italian) is scheduled to begin every two months; all others will start semi-annually. There are some indications that the two month interval is too frequent to provide sufficient input to form classes large enough to be economically justified; this periodicity is being re-evaluated.

The rationale for full time trainees applies equally to part time trainees. Where the available hours, goals or background are incompatible with the majority of the other students, tutorials cannot normally be arranged.

It should be obvious from the foregoing that preplanning (where possible) pays dividends to both the component and the LS. One of the main purposes of the selection process being four weeks prior to the scheduled starting dates is to permit reasonable alternatives being made available in sufficient time to meet the need.

Full-time Courses

Common Languages (French, German, Italian, Portugese, Spanish)

1 July 1968

3 September 1968

Czech, Hungarian, Polish, Russian, Serbo-Croatian

16 September 1968

All other Languages - 16 September 1968

Part-time Courses (All Languages) - 9 September 1968

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LANGUAGE PROFICIENCY TESTING

Language proficiency tests are conducted by the OTR Language School to maintain a current inventory of the Agency's language capabilities. The following schedule is for the use of employees who have an untested claim still on the record, and for those whose previously tested proficiency is over three years old, in accordance with the Agency's Language Policy and CIA Foreign Language Program.

Training Officers should arrange tests for employees by contacting the Language School, extension

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Tests at Headquarters may be scheduled on the following dates:

French:	June	18, 19, 20, 21
	July	2, 9, 12, 16, 19, 23, 26, 30
	August	2, 6, 9, 13, 16, 20, 23, 27, 30
	September	6, 10, 13, 17, 20, 24, 27
German:	June	14, 19, 21, 26, 28
	July	10, 12, 17, 19, 24, 26, 31
	August	2, 7, 9, 14, 16
	September	4, 6, 11, 13, 18, 20, 25, 27
Spanish:	June	18, 25
	July	2, 9, 16, 23, 30
	August	6, 13, 20, 27
	September	10, 17, 24

Spanish tests are offered on a space-available basis at Arlington Towers on the following dates:

June	13, 20, 27
July	11, 18, 25
August	1, 8, 15, 22, 29
September	5, 12, 19, 26

Tests in all other languages are by arrangement.

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LANGUAGE LABORATORIES

The following is information on the Agency language laboratories at Arlington Towers and Headquarters. This is presented in question and answer form as being most appropriate in providing the answers to the questions listed.

Question 1: What is the purpose of the Language Laboratories? For whom are they primarily intended and for whom would they probably be ineffective?

Answer: The primary purpose of the language laboratories is to serve as an adjunct to formal instruction provided by the Language School. Many employees use them on a self-study basis to maintain and improve proficiencies which they already possess. Some students with a high language aptitude and no previous knowledge of a language may profit from such study. The odds against productive use of the language laboratory increases when there has been no previous knowledge of the language, where the language aptitude is low, when the language itself is intrinsically difficult or motivation is not strong. It should be realized that with a few exceptions language tapes are produced with the idea of use as a supplement to formal language training -- not self study.

Question 2: What levels of proficiency and aptitude are required for successful use?

Answer: As implied above the greater the proficiency and aptitude the higher the likelihood for success. Motivation also should not be discounted.

Question 3: Exactly what aid is available through the laboratory beyond technical instruction on how to use the equipment?

Answer: The language laboratory technicians are, of course, fully competent to explain the use of the equipment and give some guidance on materials available in a specific language. The LS Staff personnel are available to a limited degree for consultation when self-study students encounter particular difficulties.

Question 4: What results can be anticipated by using the laboratory?

Answer: The results to be anticipated will vary with proficiency, aptitude, motivation, and the difficulty of the language. Many people are able to profit in a self-study situation; many are not. It is suggested that the student try using the laboratory for approximately 25 hours, then, based on his own self-appraisal of the results, make a judgment of the value of continuing further. A clue to the time required can be inferred from the Foreign Service Institute's estimate that 240 hours of formal

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course training are required for an average student in one of the simpler languages to satisfy routine travel needs and achieve minimum courtesy standards. That is not to say that a much shorter time may not prove quite profitable and produce a useful base for expanding the proficiency once the person arrives in the foreign country involved.

Question 5: Is there an optimum amount of time to be spent at one sitting and how frequently should the laboratories be used to achieve the best results?

Answer: Most people find that the optimum amount of time is from one and a half to two hours. Regular attendance either daily or on alternate days is recommended for maximum results. Attendance which is spaced too far apart will result in undue memory loss; regular frequent attendance tends to reinforce previous learning.

Question 6: Can dependents use the language laboratories?

Answer: Normally, no; however, it can be arranged on a space-available basis in some cases where a clear need is established and formal approval obtained.

Question 7: Can tapes or texts be loaned out for home use? If a clean tape is provided can the language laboratory make a copy from the master tape?

Answer: No, neither tapes nor texts are available in sufficient number to permit loans. Facilities for copying tapes are limited and only the most justified cases will be considered.

Question 8: Can the laboratories profitably be used to supplement external language training?

Answer: Yes, particularly if material used by the external training source is reasonably compatible with the vocabulary and system used by the language laboratory. Certainly some value can be anticipated. The Language School can provide advice and guidance on the usefulness of such study.

Question 9: What are the capacities of the language laboratories?

Answer: The language laboratory at Arlington Towers is designed principally for use by students in formal language training. Some time is periodically available at odd hours for self-study students, however, it is best to call ahead (extension). The 20 booth laboratory in Headquarters Building is available during normal working hours and would

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be able to handle any normal walk-in requirement. If by coincidence a large number of people were to arrive simultaneously, all desiring the same language, the resources would be overloaded.

Question 10: What languages are available and at what levels? Are there programmed texts?

Answer: The language laboratory has material at the basic level for some 40 languages including Voice of America tapes in 10 - 12 languages but advanced material is not available for all of them. Some programmed tapes are available and although they have the advantages normally inherent in programmed texts, they suffer from the same limitations applicable to any total self-study situation. There is a constant effort being made to locate and procure useful validated language tapes which can be introduced into the laboratory.

Question 11: How does one go about using the laboratories?

Answer: While the laboratory at the Language School is heavily used and may present availability problems to those who casually drop in, this is not true of the Headquarters laboratory, where booth space is normally available. Registration is not required. Hours are from 0800 - 1730 in Headquarters and 0830 - 1730 at Arlington Towers. Those laboratories are open to all employees, irrespective of grade, assignment, etc.



**"Mommy, are all those men still taking
language instruction?"**

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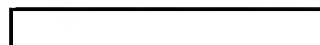
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a close look at the CIA

Reprinted from
**AMERICAN
EDUCATION**



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"In two and a half years of working with these men I have yet to meet a '007,'" said President Johnson in June 1966, referring to the personnel of the Central Intelligence Agency. "In a real sense they are America's professional students; they are unsung just as they are invaluable."

Appreciation from the White House. But sometimes a cooler reception from the college campuses which furnish much of the manpower the CIA needs. At Stanford University last November, for example, 10 students drew disciplinary action for their activities in trying to block Agency recruiters. At Northern Illinois University, 20 students marched for a short time in bitter February weather in a protest demonstration. A few other colleges have experienced similar disruptive efforts this year, sometimes tied in with general anti-war or "student power" manifestations.

The problem seems to be basically one of communication. CIA doesn't exactly advertise. "The CIA doesn't need defending," said Charles J. Minich, the recruiter who encountered problems at Northern Illinois. He pointed out that the CIA is not a secret organization and that libraries have many books about the Agency, citing as an example The Real CIA by Lyman Kirkpatrick, a professor of political science at Brown University who formerly held a high post at CIA. Still, many people think about the Central Intelligence Agency in terms of glamorous fiction characters, exotic foreign assignments, clandestine meetings, and secrets passed in the dark.

As support to national policy, prelude to decision, or guide to action, our Nation's top officials must know what other nations are doing. They need to know the accuracy and reliability of the ICBM's of the USSR and Red China. They must be aware of Soviet advances in radar, and they must know just how much the Soviets know about our own progress or there can be no rational planning of America's prodigiously costly defense effort.

*This article appeared in the May 1968 issue of the American Education Magazine and is provided for general interest to Agency employees.

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CIA has the responsibility of reporting to the President, the Secretaries of State and Defense, and other senior national security advisors on events abroad. Its staff reads nearly everything that comes into official Washington and covers the American and foreign press. They distill information into brief, accurate reports, arrange it in context, and present it in concise nonbureaucratic English. Each top policy officer exercises a priority call on CIA's services, and each is entitled to have his particular interest satisfied in the terms most convenient to him.

Responsibility such as this places on CIA a burden for a high degree as well as variety in its manpower. So CIA from its beginnings a quarter of a century ago developed close ties with the field of higher education. Colonel William J. Donovan, in designing the Office of Strategic Services as a national intelligence unit, turned first to the academic community for an organizational nucleus. He brought into the OSS such distinguished educators as Professors William Langer and Edward S. Mason of Harvard and Presidents James Phinney Baxter of Williams College and Walter McConaughy of Wesleyan University. Others from the field of education who served the Agency in its early days were Barnaby Keeney, now chairman of the National Endowment for the Humanities; Presidential advisors Arthur Schlesinger, Jr., and Walt W. Rostow; and John W. Gardner, until recently Secretary of Health, Education, and Welfare and now chairman of the Urban Coalition.

Ford Foundation's McGeorge Bundy in his 1964 book, The Dimensions of Diplomacy, described the relationship between colleges and the CIA in these words: "It is a curious fact of academic history that the first great center of area studies in the United States was not located in any university, but in Washington, during the Second World War, in the Office of Strategic Services. In very large measure the area-study programs developed in American universities in the years after the war were manned, directed, or stimulated by graduates of the OSS.

"It is still true today, and I hope it always will be," Bundy continued, "that there is a high measure of interpenetration between universities with area programs and the information-gathering agencies of the Government of the United States."

Currently, about 18 percent of CIA's professional employees have had experience in education, and, according to a New York Times report, the Agency would be able to staff any college from among its corps of analysts, half of whom have advanced degrees, 30 percent the doctorate. CIA's debt to education is further shown in the fact that a majority of all

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the Agency's employees have earned baccalaureate degrees, 16 percent hold master's degrees, and five percent have attained Ph.D.'s. These academic degrees were awarded by nearly 700 colleges and universities in the United States and by 60 universities abroad. They comprise 281 major fields of specialization, the six most representative disciplines being history, political science, business administration, economics, English, and international relations.

Considering the years required for undergraduate and graduate study, the foreign experience amassed, and an average of 10 to 15 years of professional intelligence work on the part of its employees, CIA represents an unmatched reservoir of knowledge, competence, and skills at the service of the Nation's policymakers. Little wonder that it believes its missions are being accomplished not by flashy triumphs of espionage (it regards the occasional Colonel Penkovsky as a windfall), but by an enormous amount of painstaking work.

A prime need of the Central Intelligence Agency, its recruiters say, is young men and women with liberal arts training and a strong sense of history. They should be keenly aware of the forces of economics and politics and in substantial command of at least one foreign language. They must be intelligent and resourceful, personable and persuasive. They must be willing to work anonymously, and they must be willing to serve in far places as needs arise.

Research staffs of CIA require and work in an intellectual environment conducive to scholarly inquiry and contemplation. They are supported by a collection of source materials and library facilities that include 116,000 volumes; they have access to external consultants and a foreign documents division that supplies translations and editorial assistance.

CIA's responsibility for research, analysis, and reporting on, for example, a particular phase of economics may involve the measurement of the entire economic performance of a country, or it may demand a detailed study of a narrower segment of the subject - major industries, transportation, communications, agriculture, international trade, finances - over a much larger geographical area. These assignments require graduate skills in economics, economic history, economic geography, area studies, and international trade.

Other components of the Agency call for other skills. One office, for instance, requires sensitivity to developing trends and the ability to synthesize from political, economic, and military intelligence, support for judgments regarding the intentions and capabilities of foreign governments. Many specialties of scientists, engineers, and technicians are

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employed in the study of space technology and missile systems. The art and science of photogrammetry are called upon in the critical interpretation and analysis of aerial photographs, and, here, CIA makes use of geologists, geodesists, geographers, foresters, architectural engineers, civil engineers, and people talented in the graphic and illustrative arts. The electronic engineer may work on one of the communications media so vital to the continuity of the intelligence process. Physical and biological scientists may be members of the research staffs responsible for surveying foreign scientific literature.

Singularly active in the use of computers for management applications, scientific and engineering calculations, and information retrieval, CIA offers mathematicians, systems analysts, computer programmers, and electronic engineers career opportunities in its unique and progressive data processing complex. With CIA initiative, a high-speed facsimile transmitter has been developed with which an untrained operator can encipher and transmit a document at more than six pages per minute. At that rate the entire Encyclopaedia Britannica could be transmitted in about 60 hours.

For its administrative support arm to keep all of its human and mechanical elements functioning efficiently and effectively, the Agency seeks out law graduates, business and public administration majors, medical officers and medical technicians, personnel management specialists, communications engineers, and technicians trained in wireless transmission, reception, and maintenance.

CIA celebrated its 20th birthday in 1967, so it can no longer be considered a newcomer to the national scene. Nearly half of its employees have now served more than 15 years, and about 75 percent of its professionals are over 35 years of age. This unusual depth of experience, however, might sink into institutional formalism were it not for a farsighted, orderly, career development process.

As a deterrent to professional obsolescence, each year several thousand CIA employees attend some type of non-Agency program in management, science and certain technical fields, language and area studies, and in liberal arts. In any one month employees spend thousands of man-days participating in training, on a full-or part-time basis, at a university, senior service school, commercial firm, military facility, or another Government agency. In addition, two universities in the Washington area have established off-campus centers at the CIA headquarters building, where Agency students may enroll in courses for credit in their off-duty hours.

While national security interests impose some limitations on CIA employees, many write for publication, attend professional meetings, and take periodic leaves of absence to teach and renew their contacts with the academic world. Many take up or return to an academic career upon leaving the Agency.

In addition to its external education program, CIA operates a number of programs of internal instruction. Basic methods of acquiring information are taught selected field personnel early in their careers. They are also trained in such specialized skills as paramilitary techniques and their application in counterinsurgency situations such as Laos and Vietnam. But since these "tradecraft" subjects concern comparatively few CIA officers, perhaps the most comprehensive example of in-house training is Agency instruction in foreign languages.

Overall, CIA employees are able to speak and read more than 100 separate languages and dialects, while nearly half of all Agency personnel possess foreign language skills in some degree. Thirty-eight percent of CIA's professional employees speak one foreign language, 18 percent have demonstrated capability in two languages, 14 percent in at least three, and about five percent have facility in six or more languages. One CIA officer, who must be unique in our Government, if not the world, possesses abilities in 51 foreign languages, many of which were acquired under CIA auspices.

Training in foreign languages is accomplished in a varied program that ranges from 12-month, intensive, comprehensive courses to part-time familiarization programs of only a few hours. It is also undertaken through tutorial training and programmed assisted instruction. CIA's emphasis on spoken language skills originates from a major requirement for Agency employees who serve abroad - ability in oral communication. For these employees, the ability to read or write a language is secondary. On the other hand, intelligence production specialists more often need to read and evaluate foreign documents, frequently in a recondite field.

Language school instructors use techniques similar to those used in traditional academic courses, but the subject matter and the technical level of foreign language materials are quite different from those of most universities. The language school has therefore developed additional techniques, tailored to the Agency's interests. These include instructional tape recordings in 60 different languages, a large and modern language laboratory, and a library of 4,000 language and area books.

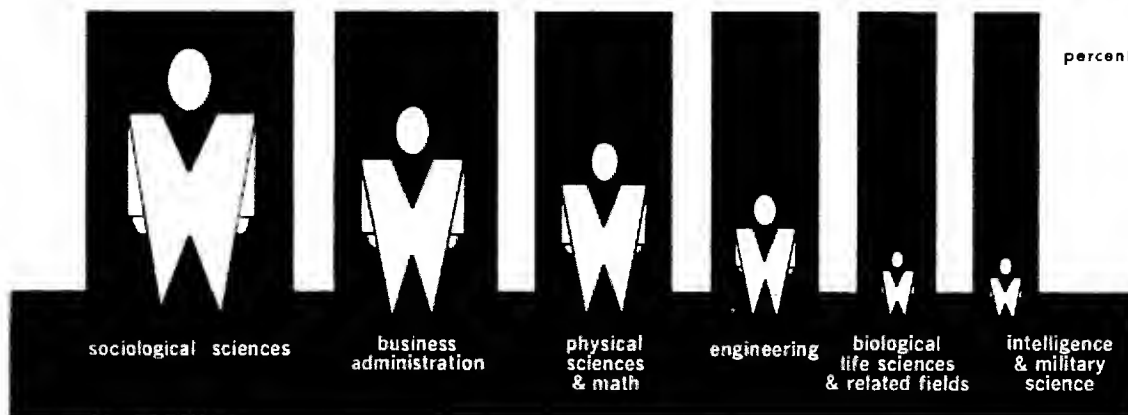
The language faculty is made up of staff employees, scientific linguists, and contract employees, many of whom are employed on a full-time basis. With this staff, CIA's language school can provide full-time instruction in 20 languages and less intensive instruction in 35 others. About 40 percent of the students are under full-time instruction.

Taken in all its aspects, CIA's language instruction program is believed to have few, if any, rivals in the Free World.

And it is the Free World that CIA, in concert with other departments of our Government, is working to keep free. Twentieth century technology - and ideology - have forced the American intelligence system to grow in size and importance; yet the end products of this system remain information and judgment. Thus, the ultimate success of American intelligence and, in turn, American foreign policy, depends to a large extent upon the educational excellence of its responsible officers. CIA's officials freely admit this. They stress, though, that the responsibility is a two-way street and that the lives and freedom of us all could depend on the degree to which the American academic community can continue to fill this demanding requirement.



Educational Backgrounds of Professional Employees



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PRESIDENTIAL TASK FORCE ON TRAINING

In May 1966 President Johnson announced the creation of a task force to survey Federal programs for career advancement and to "make recommendations concerning better uses of education and training, both in the service and in outside educational institutions...to develop the talents and broaden the horizons of our career officers."

This Task Force addressed its efforts to a critical review of post-entry training and educational programs for Federal employees in professional, administrative, and technical occupations. It was given the responsibility for recommending action that would make maximum use of the best methods for learning and for renewal in a time of continuing change.

The Task Force, chaired by John Macy, chairman, Civil Service Commission, was made up of eleven top-ranking representatives of Government, private industry, organized labor, and higher education. Its study included what was going on in training and development not only in Government, but in industry and universities as well. It found that Federal agencies had much to be proud of in their training of employees in professional, administrative, and technical occupations, but that much improvement was still needed. It also found, not surprisingly, that in this huge, complex, diversified, decentralized organization called "the Government" there were vast differences in the amount, kind, and quality of training, ranging from the truly exemplary to the vitally nonexistent.

While recognizing that much variety in training programs was necessary to serve the needs of widely varying agency missions, the Task Force concluded that there should be a new Government-wide policy on training, clearly stated and applying to all agencies. It so recommended; and the President acted with the issuance of the Executive order of April 20 which was discussed in the March-April issue of this Bulletin.

This article was excerpted from the ASTD Training and Development Journal, September 1967, Vol. 21, No. 9.

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WHY TRAIN?

The Task Force at the outset asked the question, Why train? - - and the answers are relevant to all who are engaged in the training function. The Government Employees Training Act placed the basic responsibility for an employee's own development on the initiative of the employee himself, and made all other training supplemental to his efforts. If he wants to learn, to advance, opportunities should be at hand to help him. Once he is motivated to seek them out, he should get guidance from management.

Where management adds to the motivation to learn, develops training plans, provides texts and other materials, and answers questions as they arise, the learning time is greatly reduced. Training accelerates learning. At the same time, it lets employees share management's viewpoint on the work at hand, what should be done, and where and when and how, to make training most productive. Such insight into management thinking helps prepare specialists who will eventually advance to management responsibilities.

The Task Force found that agencies train for a variety of purposes. They train to prepare employees for more responsible work. They train to foster employee understanding of agency goals, to promote optimum utilization of employee abilities, and to develop new employee skills and knowledge. They train to improve the quality of the work done--the quality of supervision--managerial effectiveness--agency administration. They train to cultivate excellence. They train to instruct in new methods, procedures, and technology.

These are all good reasons for investing in training. Some are more significant than others. One of them has particularly dramatic current impact: "To instruct in new methods, procedures, and technology." It can apply to employees in virtually all occupations and grade levels.

Ours is an age of such constant and conspicuous change that it makes the most exacting demands on the people who must keep up with it. Professional and technical employees, and the executives who must bring knowledgeable administration to their fields, are affected daily by change--indeed, they themselves are continuously creating it. The problems they face are sharply focused in a report by the National Commission on Technology, Automation, and Economic Progress, which states that--

Half of what an engineer has learned today
will be obsolete in 10 years.

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Half of what he will need to know 10 years from now is not available to him today.

80 percent of modern medical practice was discovered in the last 20 years.

Knowledge is now accumulating at such a rapid rate that it will double in the next 15 years.

Obviously, management-sponsored training for employees involved with such change must be knowledgeable, thoroughly planned, and precisely carried out. Haphazard support for professional, administrative, and technical employee learning can be only wasteful of valuable time and invaluable skill.

WHERE TRAIN?

The Task Force found the Government Employee's Training Act (GETA) of 1958 adequate for 1967, and recommended no additional legislation. It found a need within agencies to distinguish more clearly between education and training which should be Government-conducted and that which should be obtained in universities. The general policy is, and will continue to be, that Federal facilities should be used whenever adequate and economical. But some further definition was needed.

Government is best suited to provide training in specializations dealing with specific Government programs; training in techniques closely related to work performance; training in agency and Federal policies, programs and procedures; and training in frontier areas, such as space technology, where a Federal agency is the prime source of advanced, specialized knowledge.

Universities should be used primarily for basic education and knowledge of academic disciplines, for preparation for professional careers, for broad learning about our society as a whole, and for horizon-stretching courses for selected experienced career officers.

Except in very special cases, employees should obtain undergraduate education at their own expense. It is most important to make certain that all Government-supported training and education support agency mission and management needs.

Projections indicate that the number of bachelor's degrees in the natural sciences, social sciences, humanities, and related

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professions will increase by 68 percent in the coming ten years. Moreover, the number of master's degrees will go up 83 percent and doctorates 94 percent. It is easy to see that universities will continue to be under heavy pressure.

But Government and industry have a common need: to update professional, administrative, and technical personnel during their working lives. Most university courses, as now offered, are directed to inexperienced rather than mature persons. Although we realize the demands on their facilities, we nevertheless recommend that universities create new types of academic programs for the mid-career updating of Federal employees.

Members of the Task Force found ample evidence that money spent for employee development is money well spent. With respect to management training, for example, all ten of the companies found by a jury of 300 highly-placed industry executives to be the best managed in the United States have active, continuing management development programs. Federal agencies appraised by Government executives as above-average performers have above-average management and specialist training programs. Task Force members believed this is no coincidence. Effective training can and does bring about improved performance. This conviction was behind every suggestion and recommendation in the Task Force report, and all the provisions of the Executive order are directed toward it.

Mr. Macy in concluding a speech to the American Society for Training and Development in May 1967 said, "In summary, let me just outline some of the things we must all do if we are to be successful in penetrating the manpower barrier. We all know that no national resource is in such critically short supply today as human talent--the human resource. It is a problem that affects all of us. It calls for a concerted mobilization of effort. We must have a reinforced and enriched partnership of business and Government to solve the problems of our time, for we are involved in them together--whether they concern peace and progress in a nation halfway around the world or new hope for the slums of the inner city half a mile away. We must have better communication with the schools and colleges, to give them a better understanding of the skills and knowledges that are needed and that they should provide.

We must realize that our joint responsibility calls for something more constructive than an endless competition between us for talent. I think we should foster the interchange of talent, and I hope we will--but we cannot be consumers of talent only. We must also, all of us, be developers of talent. And development on the job is the most important of this responsibility.

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As I said when I began, employee training has finally been accorded its rightful place as one of the most important aspects of management. I sincerely hope that your realization of the wide recognition of the importance of your work will be an inspiration to you throughout this conference and the coming year."

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SELECTING A COLLEGE

High school students and their parents too often wait longer than they should to begin their search for a suitable college. They are not sufficiently aware, apparently, of the amount of time it takes to do the "detective work" and the importance of starting early. The following guidelines may be of help in timing the search and selecting the college.

By the time a student enters high school he should know whether he intends to go to college so that he can arrange to take the basic college preparatory courses. During the sophomore year--but certainly no later than the junior year--the admissions requirements of a limited number of potentially interesting colleges should be ascertained in order to include in the schedule the necessary high school courses and to plan for the College Entrance Exams.

The investigation of suitable colleges should be started by listing the features of major concern to the student and the parents. The list will include:

- Program (Liberal Arts, Chemistry, Business Administration, etc.)
- Cost (State-supported schools are less expensive)
- College Character:
 - Urban/Rural Church-affiliated/secular
 - State/Private All-male/all-female/Co-ed
 - Small/Large Distance from home
- Faculty (Percentage with advanced degrees)
- Physical Facilities (Dormitories, Laboratories, Libraries, etc.)
- Entrance Requirements (Will the student be able to meet standards)

Several excellent reference books can be found in Public Libraries, the Guidance Office of the High School, Headquarters Library, or in the Registrar's Office in the Office of Training. Lovejoy's College Guide is a good one with which to start, because it lists alphabetically most of the curricula taught in over 2,000 colleges in the United States. Under each curriculum the States are listed alphabetically, and within the State, also alphabetically arranged, are listed the names

of the colleges which give degrees in each curriculum. The main body of the book is devoted to descriptions of the Colleges and Universities arranged alphabetically under each State. The descriptions will give you some information on all the items on your list.

"Lovejoy's", however, may not give sufficient data, but Comparative Guide to American Colleges by Cass and Birnbaum and The College Handbook published by the College Entrance Examination Board (CEEB) contain additional information which will be helpful in limiting choices to four or five colleges. The following breakdown could be used as a guide:

1. Two or three colleges whose basic requirements are met, but whose "selectivity" is such that the applicant may not be accepted.
2. One college which satisfies the student's listed criteria and which requires less than his accomplishments, so that acceptance is virtually certain.
3. One college which falls between the two groups described above.

After the tentative choices are made, obtain (from the Library, School Guidance Office, etc.) copies of the catalogues of each institution in order to ascertain specific entrance requirements. These will determine the special subjects to be taken in high school in addition to those in the general college prep course. They also dictate the kind of entrance exams to be taken: either CEEB or ACT (American College Testing Program). Not all colleges require the same series of tests. Some prefer tests given at a specific time, while others require no entrance exams. It is wise, therefore, to know the exact requirements of each school.

The "College Boards" (really, the College Entrance Examination Board Tests) are given five times a year: in December, January, March, May, and July. They consist of two main parts; the Scholastic Aptitude Test (SAT), given in the morning of the test date, and the Achievements Tests (AT), given in the afternoon of the same day. The SAT is made up of the verbal and the mathematical sections. Achievement Tests are given in fifteen subjects, but only three may be taken in any one afternoon. Colleges which subscribe to the CEEB usually require the SAT, but each school makes its own choice of the desired number of achievement tests. College catalogues clearly state these testing requirements.

It would be wise to plan to visit several colleges. The summer between the Junior and Senior years is ideal. Make an appointment with the Director of Admissions Office before going. An interview with a staff member will provide answers to many questions, whereas just a walk around the campus without a competent guide will not. During the interview parents should stay in the background and allow the student to communicate with the interviewer.

Having tailored the high school courses, scheduled the "College Boards", visited several campuses, and selected four or five colleges, the final step in this preliminary phase of choosing a college is writing to each of these colleges and asking for an application and a copy of their catalogue.

Further information and assistance can be obtained from:

1. Guidance Counselors in the High School
2. Students home from college on holidays
3. College nights in high schools where representatives from universities give talks and answer questions.
4. Magazine articles

In a future issue of the OTR Bulletin we plan to describe, at some length, the types of educational financial aid available and the procedures for applying for financial assistance.

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NON - AGENCY TRAINING

This section of the OTR Bulletin includes information on selected non-CIA courses or programs related to the professional development of Agency employees. Attendance may be sponsored by the Agency provided participation can be linked directly to the employee's assignment. Agency sponsorship must be approved through the Training Officer who will submit a Form 136, "Request for Training at Non-Agency Facility" (June 1966 Revision), for each course. Applications of overt employees are sent directly to the Registrar's office, those for non-overt employees are sent to CCS/Ops Serv/DDP first, then to the Registrar. Notification by the Registrar of approval of the application is required before registration procedures are initiated. To avoid delay and requests for further information, it is critical that all applicable blocks be completed and approving signatures be included. Item 30 is particularly significant in this regard; it is critical that this block contain a concise statement of objectives and a clear statement relating this objective to the employee's job requirements. Whenever possible, objectives should indicate precisely what capability will be altered or enhanced at the completion of the course. For example, a request for language training might read:

"At termination of training employee should be able to translate (at the intermediate level) Chinese language newspapers."

A request for maintenance training might read:

"At the end of the program the employee should be able, without supervision and with normally available tools, to accomplish first echelon maintenance on the KZL-27, using the KZL-27 Maintenance Manual."

For additional information on the courses in this section or on other external training, call AIB/OTR, extension On matters of registration and financial or budgetary procedures, call ETB/OTR, extension Where academic training is involved or would be germane, a statement covering the applicant's academic background and applicable specialization (e.g. BA - History) is requested.

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Non-Agency Training continued

NOTE:

If an employee desires to attend a self-sponsored course or program, he is required by to send a written request for approval through his office to the Director of Security.*

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Training Officers whose components have personnel assigned outside Washington in the Continental U.S. should bear in mind the possibilities of external training in their locality. Specifically this would include Department of Defense Courses, Civil Service Regional facilities, private concerns, and academic institutions. Training requirements can often be satisfied in place rather than postponing the problem for a Headquarters assignment.

* For those officially sponsored, however, ETB/OTR has established notification procedures with the Office of Security's Employee Activity Branch; Form 879, "Outside Activity Approval Request," is not needed in these cases.

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INTERAGENCY TRAINING PROGRAMS

Civil Service Commission

Financial Management and PPBS

INTRODUCTION TO SCIENTIFIC COST ANALYSIS

1 - 3 July

1900 E. Street, N. W.

A new course. No description available yet. Cost: \$145.

PLANNING, PROGRAMMING, BUDGETING SEMINAR

7 - 19 July

University of Maryland

This two-week residential course will include substantially the same material as the three-week course. The course will provide: 1. a grasp of the underlying economic base of program budgeting, 2. a working knowledge of the structure and functioning of PPBS, and 3. an introduction to sophisticated quantitative approaches to management planning and control. The cost is \$300 for tuition and books. The cost for housing and food is additional.

FINANCIAL MANAGEMENT FOR OPERATING EXECUTIVES

29 July - 1 Aug

1900 E. Street, N. W.

26 - 29 Aug

This course covers the relationship of financial management systems to overall planning and control systems. For GS-14's and above.
Cost: \$145.

COST BENEFIT WORKSHOP

29 July - 2 Aug

1900 E. Street, N. W.

The course is designed to provide the maximum amount of participation in actual analysis and will cover such topics as PPBS requirements, introduction to Systems Analysis, definition of objectives and selection of benefit criteria, model building, and cost estimation. For GS-11's and above. Cost: \$165.

FINANCIAL MANAGEMENT FOR PROGRAM ADMINISTRATORS

5 - 8 Aug

1900 E. Street, N. W.

Class sessions provide an understanding of basic economic and financial concepts and an integrated view of finance and management in a governmental environment. For GS-11 - 14 or equivalent.
Cost: \$145.

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Civil Service Commission (cont)

PLANNING, PROGRAMMING, BUDGETING GENERAL ORIENTATION

6 - 7 Aug

1900 E. Street, N. W.

This introductory course provides an understanding of the fundamental principles underlying the planning, programming and budgeting systems. For GS-13 and below. Cost: \$45.

MANAGEMENT OF GOVERNMENT FINANCES

12 - 16 Aug

1900 E. Street, N. W.

The program covers the nature, purposes, and systems of financial management in the Federal Government. For GS-13 through GS-15. Cost: \$165.

Automatic Data Processing

PRINCIPLES AND PRACTICES OF AUDITING IN THE ADP SYSTEMS ENVIRONMENT

12 - 30 Aug

1900 E. Street, N. W.

9 - 27 Sept

The course will provide an understanding of the impact of ADP on auditing and will familiarize auditors with internal controls, audit trails, tools, techniques, and methods which are generally applicable to the audit of ADP Systems. Cost: \$160.

EXECUTIVE SEMINAR IN AUTOMATIC DATA PROCESSING

5 - 6 Sept

1900 E. Street, N. W.

The seminar will focus on matters of concern to top management and will include capabilities of Electronic Data Processing equipment, feasibility studies, implementing the decision to automate, effects of EDP systems on organizational structure, and the future of ADP in government management. For GS-15 and above. Cost: \$90.

EXECUTIVE SEMINAR IN OPERATIONS RESEARCH

9 - 10 Sept

1900 E. Street, N. W.

The subject matter discussed will include capabilities, philosophy, effects, and evaluation of operations research. For GS-15 and above. Cost: \$90.

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Civil Service Commission (cont)

DECISION LOGIC TABLE WORKSHOPS

10 - 12 Sept

1900 E. Street, N. W.

The course will begin with an introduction to decision logic tables during which the student will learn to construct and use the tables. The student should derive a good working knowledge of decision logic table which should prove beneficial in management, communications, documentation, and programming areas. For GS-09 and above. Cost: \$95.

General Management

WORKSHOP IN EQUAL EMPLOYMENT OPPORTUNITY FOR CONTRACT COMPLIANCE OFFICERS

12 - 16 July

1900 E. Street, N. W.

The workshops will provide an intensive training experience in such areas as: background of minority group employment, official Federal policy, problems and techniques of problem identification, and skills in conducting the compliance review. Cost: \$100.

INTRODUCTION TO SCIENCE AND ENGINEERING IN GOVERNMENT

26 - 28 July

1900 E. Street, N. W.

This program will give junior level scientists and engineers an opportunity to gain a perspective on their roles and that of their professions within the Federal structure. For GS-05 - 11. Cost: \$45.

Personnel Management

INTRODUCTION TO PERSONNEL MANAGEMENT

8 - 12 July

1900 E. Street, N. W.

26 - 30 Aug

This program defines and discusses the several personnel management specialties and their interrelationships. For GS-05 - 09's. Cost: \$110.

POSITION CLASSIFICATION AND THE MANAGEMENT PROCESS

22 - 26 July

1900 E. Street, N. W.

This is a fundamental program on the nature of position classification in personnel administration and how it contributes to the management process. For GS-05 - 09's. Cost: \$110.

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Civil Service Commission (cont)

TRAINING INSTITUTE FOR RECRUITERS

19 - 22 Aug

1900 E. Street, N. W.

Helping Federal recruiters sharpen their skills is the objective of this course. Cost: \$85.

"We don't have the choice of having or not having executive development. The choice is whether we plan for it and commit institutional resources to it, or whether we allow the normal processes of bureaucracy to do the job for us with the result that we get people who are provincial, protective, and resistant to all kinds of social and organizational change."

"The job itself is a potent device for the training of executives. Some of the best training is given day by day in familiar surroundings. But the job cannot be the sole method of training. Executives must grow bigger than their jobs. It is especially important that executives need and want help. Executive development is largely self-development.

Roger Jones*

*Senior Consultant, the Bureau of the Budget Formerly Deputy Under Secretary of State for Administration (1961 - 1962); Formerly Chairman, Civil Service Commission (1959 - 1961).

1968 SUMMER SESSION SCHEDULES
WASHINGTON AREA UNIVERSITIES

Note to Training Officers: ETB must have requests for Agency sponsorship of employees in courses at the following universities a minimum of three weeks prior to registration.

AMERICAN UNIVERSITY

18 & 19 June 1968: Registration
20 June 1968: Classes Begin
30 August 1968: Classes End

CATHOLIC UNIVERSITY

1 & 2 July 1968: Registration
3 July 1968: Classes Begin
14 August 1968: Classes End

DUNBARTON COLLEGE

22 June 1968: Registration
24 June 1968: Classes Begin
5 August 1968: Classes End

DISTRICT OF COLUMBIA TEACHERS COLLEGE

24 June 1968: Registration
25 June 1968: Classes Begin
2 August 1968: Classes End

DEPARTMENT OF AGRICULTURE GRADUATE SCHOOL

27 May - 1 June 1968: Registration
Week of 3 June 1968: Classes Begin
Week of 12 August 1968: Classes End

GALLAUDET COLLEGE

17 June 1968: Registration
17 June 1968: Classes Begin
9 August 1968: Classes End

GEORGE WASHINGTON UNIVERSITY

First Session:

17 June 1968: Registration
18 June 1968: Classes Begin
24 July 1968: Classes End

Second Session:

25 July 1968: Registration
26 July 1968: Classes Begin
30 August 1968: Classes End

GEORGETOWN UNIVERSITY

First Session:

17 June 1968: Registration
17 June 1968: Classes Begin
24 July 1968: Classes End

Second Session:

25 July 1968: Registration
25 July 1968: Classes Begin
30 August 1968: Classes End

HOWARD UNIVERSITY

17 June 1968: Registration
18 June 1968: Classes Begin
26 August 1968: Classes End

MONTGOMERY JUNIOR COLLEGE

13 May - 17 June 1968: Registration
19 June 1968: Classes Begin
13 August 1968: Classes End

PRINCE GEORGES COMMUNITY COLLEGE

14 June 1968: Registration
17 June 1968: Classes Begin
26 July 1968: Classes End

UNIVERSITY OF MARYLAND

24 & 25 June 1968: Registration
26 June 1968: Classes Begin
2 August 1968: Six week course ends
16 August 1968: Eight week course ends

UNIVERSITY OF VIRGINIA, NORTHERN VIRGINIA CENTER

27 May - 12 June 1968: Registration
17 June 1968: Classes Begin
23 August 1968: Classes End

NORTHERN VIRGINIA COMMUNITY COLLEGE

18 June 1968: Registration
19 June 1968: Classes Begin
30 August 1968: Classes End

GEORGE MASON COLLEGE

First Session:

14 June 1968: Registration
17 June 1968: Classes Begin
19 July 1968: Classes End

Second Session:

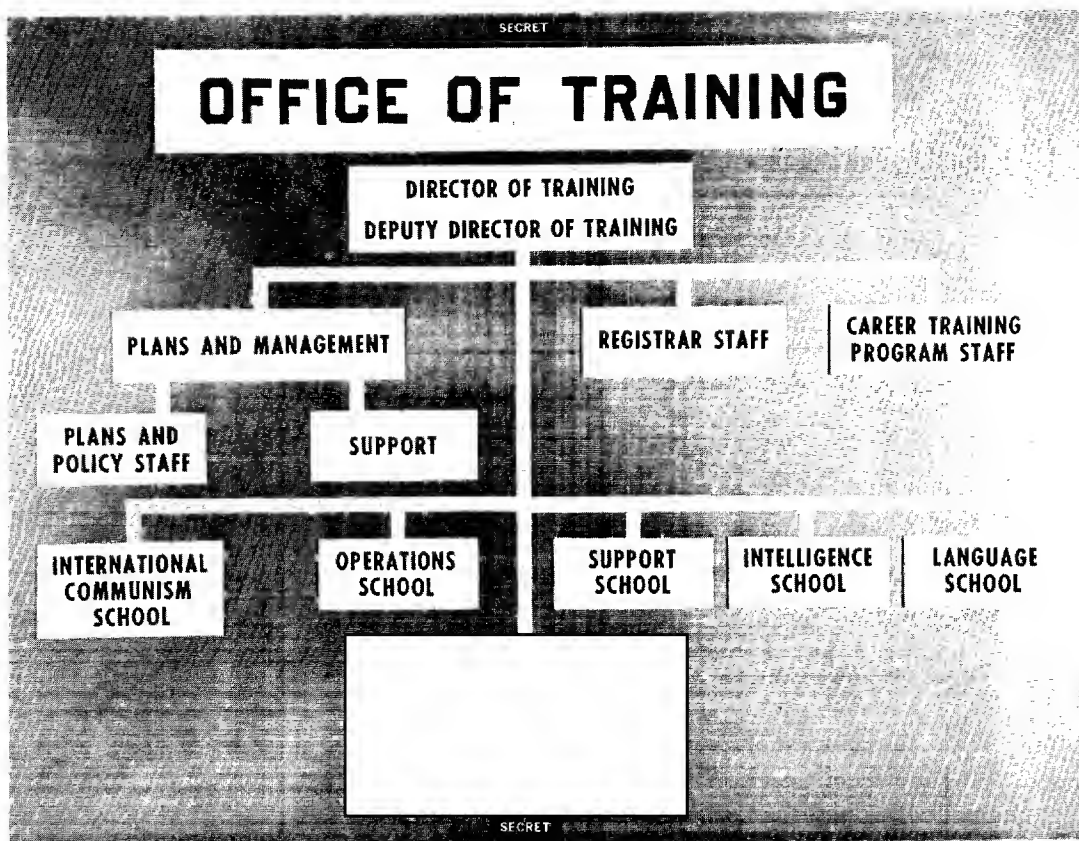
22 July 1968: Registration
23 July 1968: Classes Begin
23 August 1968: Classes End

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